

Fort Davis

National Historic Site

National Park Service
U.S. Department of the Interior



Curriculum Materials Grades 9-12

Student Activity: If You Lived at Fort Davis

LESSON: If You Lived at Fort Davis... or “Walk a Mile in Their Shoes”

Summary: Using primary and secondary source materials via the Internet and a school library, students take on the role of a figure in Fort Davis history. Students research and portray the perspectives of Enlisted Men, Civilians working for Fort Davis, American Indians, Army Officers, and Women.

Guiding Question: What were the experiences and challenges of people stationed at or living at/near Fort Davis?

Lesson Objective: Students will identify various aspects of a person’s daily life at Fort Davis.

Materials Needed: Access to internet and school library

Procedure:

1. Students choose a person to research from the following list:

- Enlisted Men (incl. Buffalo Soldiers--over 50% of soldiers stationed at Ft. Davis were Black)
- Civilians who worked for Fort Davis
- American Indians (Apaches, Comanches, Kiowa)
- Army Officers
- Women

2. Students use the Internet and a school library to conduct their research, trying to answer the question: What were the experiences and challenges of (your person) stationed at and/or living near Fort Davis?

3. Students write a first-person narrative story from the perspective of their Fort Davis figure. (See rubric below for assessment criteria). Students may read their stories aloud to class or make a poster to hang. The website of Fort Davis National Historic Site has historic photos and information: www.nps.gov/foda

Assessments: Students’ narrative stories may be assessed using the Rubric below.

Extensions: Require a “works cited” page for students to reference sources used in creating the narrative.

National Social Studies Standards:

I. Social studies programs should include experiences that provide for the study of culture and cultural diversity.

II. Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

III. Social studies programs should include experiences that provide for the study of people, places, and environments.

V. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VI. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Content of Narrative Story Rubric (36 points)

CATEGORY	4	3	2	1
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.